



Video

FULL DETAILS AND TRANSCRIPT

Phonemic Segmentation

Topic: Preschool Language and Literacy

Practice: Teach Phonological Awareness

Highlights

- Demonstrates how to use chips to represent sounds and teach phonemic segmentation
- Shows how to make the transition from chips to letters and teach sound-letter correspondence

About the Site

The Reading Rockets project is comprised of PBS television programs, available on videotape and DVD; online services, including the web sites ReadingRockets.org and ColorinColorado.org; and professional development opportunities. Reading Rockets is an educational initiative of WETA, the flagship public television and radio station in the nation's capital, and is funded by a major grant from the U.S. Department of Education, Office of Special Education Programs.

Full Transcript

This is a critical idea to do full phonemic segmentation. One very simple way of teaching that is to use chips. Don't even bother with letters yet. Take a very simple word that has 2 sounds in it, like 'eight,' and use 2 chips. If we just had 2 boxes, the child would go, "ay...t." And then you would say, "I'm going to take it apart," and you ask the child to do it. "Eight. ay...t." That's called Say It and Move It.

And if you then go to 3 sounds, you can use any vowel sound because you're not spelling. That's the advantage of this is they don't have to know the letters. And you can use some long vowel sounds like "leaf." They can go, "l..ee...f," without having to know how we actually spell it. It doesn't matter that it has 4 letters. It still has 3 sounds. And then, of course, we can make a transition from the chips to letters very easily. This time I've put 3 that are a different color to stand for different sounds. If we have the word "red," we can go, "r...e...d." And then we can say, "OK, what is this first sound? "How do you spell it?" And the child should be able to say, "ruh" and find the "R" and push the chip out of the way. "What's the next sound?" "R...e...e...e..." And they might need a little help with that, or you might give them that one. And the last sound is "re...d." "D." "How do we spell that?" and we've shown how the sounds correspond to the letters.